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ABSTRACT

In 1982-83, a study was conducted of Caldwell Community College and Technical Institute's Recreation Leadership program to determine if program objectives were being met, to measure program success, and to identify aspects needing improvement. Surveys were sent to 36 students who graduated before 1978, yielding a 44% response rate; to 31 students who graduated between 1978 and 1982, yielding a 39% response rate; to 17 students who left the program prior to graduation, yielding a 29% response rate; to 12 advisory committee members, yielding a 58% response rate; to 23 employers of program graduates, yielding a 52% response rate; and to both program instructors. Results from the surveys included the following: (1) 38% of the early graduates and 58% of the recent graduates indicated that they would not choose the program again due to the poor job market and low pay; (2) 88% of the graduates and early leavers rated instructional quality as good or excellent; (3) all courses received ratings of 3.0 or higher on a four-point scale from recent graduates; (4) all graduates felt they had grown personally due to the program; (5) 25% of the early and 50% of the recent graduates were seeking or had obtained additional degrees; (6) 56% of the employers rated graduates as "some" or "much" better than graduates of other schools; and (7) 50% of the recent graduates were unable to find jobs in the recreation field. Survey instruments and response data are appended. (Author/LAL)

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EVALUATION OF THE RECREATION LEADERSHIP PROGRAM AT CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE

1982-1983

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JC 830 528

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Abstract

Title: Evaluation of the Recreation Leadership Program at Caldwell Community College and Technical Institute

Date: 1982-1983

Author: V. David Pipes, Program Evaluation Specialist

Statement of the Problem: This study was one in a series designed for the periodic evaluation of all occupational programs at CCC & TI. The purpose of this and the other studies is the collection of information and judgements to facilitate planning, to aid in the improvement of programs, and to meet accountability demands. Some of the more specific objectives of the evaluation of the recreation leadership program are to determine whether program objectives are being met, to measure program success in terms of student, instructor, supervisory and employer satisfaction, to identify aspects of the program needing improvement, and to inform the public of the outcomes of educational expenditures.

Procedure: The evaluation process is designed to allow all staff to participate in activities that directly affect them. A Survey Instrument Planning (SIP) committee developed or modified all survey instruments used in the evaluation process. This committee consisted of the department chairperson for allied health, recreation leadership instructors, the Dean of the Office of Educational Development, the Director of the Learning Resource Center, the Dean of Student Development and the program evaluation specialist.

Information was gathered through surveys of program graduates, employers, the advisory committee, program instructors and the department chairperson. Information from these sources was then compiled and analyzed.

The Results:

In addition to a number of strengths and needs, the evaluation of the recreation leadership program identified a disturbing trend. While 31% of the early graduate respondents said that they would not choose the same program if they had it to do over again, a startling 58% of the more recent graduates stated that they would not. This choice is based primarily on the poor job market and the low pay for those who get jobs in the field. While employer respondents generally predicted a "stable" demand for recreation graduates, this could be interpreted as a persistently poor job market.

Identified Program Strengths:

1. Quality of instruction:

   - 88% of the combined groups of graduates and early leavers rated the quality of instruction received at CCC & TI as "good" or "excellent," and no "poor" ratings were given;
   - all related courses in the recreation leadership curriculum received 3.0 ratings or higher (on a 4-point scale) from recent graduates;
   - both early and recent graduates gave high ratings to the core training areas of "field work," "camping," and "social recreation";
   - recent graduates rated 8 of 19 training areas 3.5 or higher and gave no ratings below 2.7;
   - all graduates stated that their experience in the program had helped them grow personally, and many indicated it had had a profound effect on their lives;
   - 25% of the early graduates and 50% of the recent graduates are attempting to obtain or have obtained degrees beyond the A.A.S., and all stated that their preparation at CCC & TI had been adequate;
   - based on comments of respondents (see Appendix B, No. 24), the program has superlative instructors.

2. On-the-job performance of graduates:

   - employers gave high ratings in the areas of "activity leadership" (3.5), "ability to work with others" (3.5), "professional ethics" (3.4) and "responsibility" (3.4) to program graduates whom they have employed;
   - 56% of the employer respondents rated CCC & TI recreation graduates as "some" or "much" better than graduates from other schools.

Identified Program Needs

The identified needs of the recreational leadership program and support areas fall into the following four (4) areas: instruction, job placement, Life Skills Center, and the Learning Resource Center (LRC).

Instruction

1. More varied "hands-on" and field work experience for students;

2. consideration of requiring more humanities and/or social science coursework with particular consideration given to instruction in systems of local government;

Job Placement

1. Better job placement efforts for program graduates:

   - 50% of recent graduate respondents report that they are unable to find jobs in the recreation field;
   - recent graduates gave job placement the lowest rating, 1.9, among all student support services;

LRC

1. Needs a plan for annually evaluating LRC services;

Life Skills Center

1. Improved preparation of developmental students entering the recreation program.

Evaluation of the Recreation Leadership Program
at Caldwell Community College and Technical Institute

Introduction

Evaluation of occupational programs is essential to determine their worth and to provide for continued improvement and effectiveness. The word "evaluation" has many different meanings depending upon the need it is designed to meet and whether the focus is on process or product. The working definition used in the evaluation of programs at Caldwell Community College and Technical Institute (CCC & TI) is as stated by Wentling (1980). He defines evaluation as

> ". . . the collection of information and judgements to facilitate planning, to aid in the improvement of programs, and to meet accountability demands."

The Executive Council of CCC & TI has stated that the purpose of program evaluations is to meet the following six objectives:

1. to gather information relative to planning, decision-making and determination of resource allocations for a program;

2. to determine whether program objectives are being met;

3. to identify aspects of a program needing improvement;

4. to measure program success in terms of student and/or employer satisfaction;

5. to inform the public of outcomes of educational investments and expenditures; and

6. to verify that programs are meeting state, federal and voluntary accrediting agency mandates.

A seventh objective to be met by the Business Office is to measure the cost effectiveness of programs.

Evaluation Organization

Evaluation Specialist

The Evaluation Specialist is responsible for coordinating the evaluation process for each data source. This person is also assigned the responsibility of receiving, organizing, maintaining, and reporting data that relate to an instructional program or to individual personnel within a program.

Survey Instrument Planning (SIP) Committee

Program evaluation at CCC & TI is designed to allow all staff to participate in evaluation activities that directly affect them. Faculty members also are represented in planning committees related to the evaluation of programs in which they teach.

At the onset of each program evaluation a Survey Instrument Planning (SIP) committee is appointed. This committee develops or modifies all survey instruments and assists in the coordination of evaluation activities. This committee consists of the following members:

- the department chairperson for the program being evaluated;
- program instructors;
- an LRC representative;
- a Student Development representative;
- the Dean of the Office of Educational Development; and
- the evaluation specialist.

Method of Evaluation

The basic strategy of the evaluation process is to generate input from as many appropriate sources as possible. For the recreation leadership program these included the following:

- program graduates;
- early leavers, i.e. students who discontinue their studies before completing the program;
- current and potential employers of graduates;
- advisory committee members;

- recreation leadership instructors; and
- the chairperson of the Allied Health Department.

Information from these sources is then compiled and analyzed. Appropriate reports are distributed to the Executive Council, the department chairperson, the LRC director, the Dean of Student Development, the recreation leadership instructors, the program advisory committee and the CCC & TI archives.

The Recreation Leadership Program

The Recreation Leadership curriculum is designed to develop recreation leaders for a variety of agencies serving a community's leisure time needs. In the past, the curriculum was oriented toward two (2) general fields, community and therapeutic recreation. The present curriculum has been made more flexible in response to changing community needs. The curriculum now provides the student with the skills and background knowledge to work as an activity director of sports, arts and crafts, or to supervise and conduct programs for recreation facilities in public, private, commercial, or institutional settings.

This study was structured to evaluate the total program and to make comparisons between the two (2) previously existing tracks.

Survey Process and Response Rates

The Graduate Surveys

Graduates of the Recreation Leadership program were divided into two (2) groups: "early" and "recent." Early graduates were defined as those who graduated before 1978. Recent graduates were those who graduated between 1978 and 1982.

Survey forms for the early and recent groups were identical through the first fourteen (14) questions. Beyond this point, recent graduates were asked to give more detailed information and ratings of related course work, student support services and Learning Resource Center (LRC) services. Both groups were sent an initial mailing followed by a second mailing to non-respondents.

Of thirty-six (36) early graduates contacted, sixteen (16) or 44% returned completed questionnaires. Of thirty-one (31) recent graduates, twelve (12) or 39% returned their responses. The combined response rate was twenty-eight (28) of sixty-seven (67) or 42%.

A complete summary of the early graduate responses can be found in Appendix A. The recent graduate summary is in Appendix B.

The Early Leaver Surveys

All former recreational leadership students between 1978 and 1983 who had completed at least twenty-five (25) credit hours before discontinuing their studies were surveyed. Seventeen (17) former students were contacted and five (5) or 29% responded. A summary of their responses can be found in Appendix C.

The Advisory Committee Survey

All twelve (12) members of the advisory committee for the recreation leadership program were sent information regarding the evaluation purposes and process as well as forms for evaluating the program. Seven (7) or 58% returned completed questionnaires. The summary of their responses can be found in Appendix D.

The Employer Survey

Names of current and potential employers of recreation leadership graduates were compiled from graduate survey returns and instructor suggestions. Of twenty-three (23) employers surveyed, twelve (12) or 52% completed and returned their questionnaires. The summary of responses can be found in Appendix E.

Supervisory and Instructor Evaluations

Recreation leadership instructors and the chairperson of the Allied Health Department were given the opportunity to evaluate the recreation leadership program and all student support services. Two (2) questionnaires were distributed and returned. The summary of these responses can be found in Appendix F.

Survey Results

Employment of Former Students While in School

All former students surveyed were asked to indicate whether or not they had worked while in school. Among early graduate respondents, 68% worked part- or full-time, and 67% of the recent graduates did so. Early graduates reported having worked part-time an average of twenty-two (22) hours per week, while recent graduates reported eighteen (18) hours per week.

All early leaver respondents reported working while in school and two (2) indicated "employment" as a factor in discontinuing their studies. However, one (1) respondent reported having worked full-time but did not cite this as a reason for discontinuing studies. In fact, this student transferred to a college out of the immediate geographical area.

Current Employment and Location of Respondents

Similar low percentages of early and recent graduates reported current employment in the recreation field, 31% and 33% respectively. More disturbing, six (6) or 50% of the recent graduate respondents said that they were either unemployed or employed outside the recreation field because they were not able to get a training-related job.

Only two (2) early graduate respondents reported unemployment. One (1) cannot work and the other prefers not to work. On the other hand, five (5) recent graduates were unemployed. Of those, two (2) were in school and one (1) cannot work. The remaining two (2) both said that they could not find work in recreation.

In a related response, recent graduates reported dissatisfaction with job placement assistance provided for students (see Ratings of Student Support Services, Appendix B, No. 16). They gave it a 1.9 rating on a four-point scale. This was the lowest rating given to any support service. In addition, only one (1) of twenty (20) responses by employers citing sources for new employees mentioned the college placement office.

Of those employed outside the field of recreation, six (6) of the nine (9) early graduates in this category said that their training had been useful in their present jobs. However, only one (1) of three (3) recent graduate respondents made the same statement.

Among the early leavers, only two (2) are currently employed, one (1) full-time and one (1) part-time, and neither are in recreation. Of the three (3) unemployed, one (1) is married and not working and one (1) is in school. The reason for the unemployment of the third is unknown.

Among the nine (9) graduate respondents currently employed in recreation jobs, seven (7) or 78% are working within a fifty (50) mile radius of CCC & TI. The remaining two (2) are working out of state.

Employment Outlook

Despite the apparently poor experiences some graduates have reported concerning the job market, employers generally predicted a stable labor demand for recreation leadership graduates. Of course this could be interpreted either positively or negatively. If employers perceived a low labor demand currently, predicting a "stable" demand could be interpreted to mean a persisting low demand.

Ratings of Skill Training Areas

All graduates were asked to rate their training in all core courses. Employers were also asked to rate many of these same training areas plus the personal qualities of responsibility and ability to work with others in regard to program graduates whom they had employed.

Graduates gave good-to-excellent ratings to nearly all areas of their training. Both early and recent graduates gave particularly high ratings to "field work," "camping" and "social recreation." In addition, recent graduates gave ratings of 3.5 or higher on a four-point scale to eight (8) of nineteen (19) areas. Only three (3) areas received ratings lower than 3.0, and none received a rating below 2.7 from recent graduate respondents.

Employers generally agreed with graduate assessments of training quality. Of particular note were the ratings given to the activity leadership and professional ethics of our graduates. These areas received 3.5 and 3.4 ratings respectively. Also, the personal qualities of "ability to work with others" and responsibility received 3.5 and 3.4 ratings respectively. Employers gave their lowest rating, 2.4, to "music." Employer comparisons of CCC & TI program graduates to graduates from other schools received mixed reports. While five (5) of nine (9) or 56% of the employer respondents said that our graduates were some-to-much better, two (2) or 22% rated them as "slightly poorer."

Ratings of Related Courses

All required related courses in the recreation curriculum received 3.0 or higher ratings from recent graduates. Introduction to Exceptional Individuals received the highest rating of 3.5.

Ratings of the Quality of Instruction

Both graduates and early leavers rated the general quality of instruction which they received at CCC & TI. Half of all graduate respondents gave "excellent" ratings. Ratings of "good" or "excellent" were given by 94% of the early graduates, 83% of the recent graduates and 80% of the early leavers. No "poor" ratings were given by any group.

Would They Do It Over?

All graduates were asked if they would choose the same program or the same school if they had it to do over again. There were pronounced differences in the responses of early and recent graduates to the first question. While 31% of the early graduates stated that they would not choose the same program again, a more startling 58% of the recent graduates said they would not.

This is not a reflection on the institution because only 12% of the early graduates and 17% of the recent graduates said that they would not choose CCC & TI again. Given the superlative comments that graduates made about the program, one can only conclude that disappointment in the job market is behind the reluctance to choose the same program again.

Certification of Graduates

Graduates of the recreation leadership program become eligible for professional certification by the N. C. Recreation and Park Society after one (1) year of work experience. However, only two (2) of twenty-eight (28) or 7% of all graduate respondents indicated that they were currently certified. No recent graduates were certified and one (1) indicated that he was not aware of the opportunity to receive certification. Although certification is not a requirement, all graduates should be aware of the opportunity.

Perceptions of Personal Growth

Both early and recent graduates were asked if they felt that their experience at CCC & TI had helped them grow personally. The response was a unanimous "yes." A number of comments were also made which ranged from, "The training helped me get along with people," to, "CCC & TI changed my whole life!"

However, one respondents qualified her affirmative response by saying, ". . . a high school grad could do the job I do (Headstart home base teacher). My degree has not helped me climb the ladder of success. I am at a standstill." This is a disturbing reinforcement of the indications of poor job prospects for graduates cited earlier in this report.

Reasons for Discontinuing Studies - Early Leavers

In addition to the two (2) respondents who indicated "employment," three (3) other reasons were given as factors in deciding to discontinue the course of study. All reasons listed are as follows:

- employment (2),
- personal problems (2),
- transfer to another school (2), and
- home/family needs (1).

Continuing Education of Graduates

All graduates were asked if they were attempting to obtain or had obtained a degree beyond their A.A.S. Four (4) of sixteen (16) early graduate respondents gave an affirmative response, and all stated that their preparation at CCC & TI was adequate for pursuing more advanced degrees.

An even greater percentage of the recent graduates appear to be seeking advanced degrees. Six (6) of twelve (12) or 50% reported doing so. Four (4) of these six (6) said their training was adequate, and two (2) made no response.

In terms of continuing education received through class or workshop attendance, the early graduate group appears to be extremely active. Fourteen (14) or 88% reported keeping up-to-date in the recreation field. By comparison, only 33% of the recent graduates reported attending such classes.

Suggestions for Program Improvement

All groups surveyed were given an opportunity to make suggestions for improving the recreation leadership program or to make relevant comments. All suggestions for improvement dealt directly with instruction and fell into two (2) subcategories. The first of these was an emphasis on more "hands on" experiences and field work. It should be reemphasized that graduates gave one of their highest ratings to field work. The thrust of these suggestions was simply more field work with perhaps more variety built into these structured experiences.

The second subcategory of instructional improvement concerned the addition of more humanities and/or social science coursework. One (1) employer made a particularly pertinent suggestion. He felt that students should have a political science course which would not only familiarize them with various city government structures, but also prepare them to develop and present a program budget to these governmental bodies.

The remaining comments fall primarily into two (2) areas: instructors and the job market. Comments regarding instructors were all extremely complimentary. One (1) respondent summed up the general sentiment expressed by the others by saying that CCC & TI "should be proud to have such people employed."

The last category of comments dealt with the poor job prospects for recreation graduates, and the low pay received by those who managed to find a job in this field. These comments lend further support to the previously cited indications of a poor job market.

Ratings of Student Support Services

Recent graduates, early leavers, instructors and the department chairperson were given an opportunity to evaluate a variety of student support services. These included all student development functions, LRC services, Life Skills functions, the campus bookstore and food services.

Student development functions receiving good ratings included financial aid assistance, 3.25, student records, 3.2, the admissions process, 3.1, the registration process, 3.1, and student activities, 3.1. At the other end of the spectrum was job placement, 1.9, which has been discussed earlier in this report. In addition, instructors were unanimous in stating that all areas of job placement needed some improvement.

All areas of LRC services received high ratings from students. The highest average rating of 3.6 was given to "individual assistance from library staff." No area received an average rating lower than 3.1.

Instructors generally agreed with this assessment and cited only one area as needing some improvement. This area concerns having a plan for annually evaluating the services of the LRC.

Lastly, instructors evaluated Life Skills Center functions and indicated that some improvement was needed in preparing developmental students for entering the recreation leadership program. One (1) commented that most developmental studies students continue to do poor work after they are admitted to the recreation leadership program.

Conclusions

In addition to a number of strengths and needs, the evaluation of the recreation leadership program identified a disturbing trend. While 31% of the early graduate respondents said that they would not choose the same program if they had it to do over again, a startling 58% of the more recent graduates stated that they would not. This choice is based primarily on the poor job market and the low pay for those who get jobs in the field. While employer respondents generally predicted a "stable" demand for recreation graduates, this could be interpreted as a persistently poor job market.

Identified Program Strengths

1. Quality of instruction:
   - 88% of the combined groups of graduates and early leavers rated the quality of instruction received at CCC & TI as "good" or "excellent," and no "poor" ratings were given;
   - all related courses in the recreation leadership curriculum received 3.0 ratings or higher (on a 4-point scale) from recent graduates;
   - both early and recent graduates gave high ratings to the core training areas of "field work," "camping," and "social recreation";
   - recent graduates rated 8 of 19 training areas 3.5 or higher and gave no ratings below 2.7;
   - all graduates stated that their experience in the program had helped them grow personally, and many indicated it had had a profound effect on their lives;
   - 25% of the early graduates and 50% of the recent graduates are attempting to obtain or have obtained degrees beyond the A.A.S., and all stated that their preparation at CCC & TI had been adequate;

- based on comments of respondents (see Appendix B, No. 24), the program has superlative instructors.

2. On-the-job performance of graduates:
   - employers gave high ratings in the areas of "activity leadership" (3.5), "ability to work with others" (3.5), "professional ethics" (3.4) and "responsibility" (3.4) to program graduates whom they have employed;
   - 56% of the employer respondents rated CCC & TI recreation graduates as "some" or "much" better than graduates from other schools.

Identified Program Needs

The identified needs of the recreational leadership program and support areas fall into the following four (4) areas: instruction, job placement, Life Skills Center, and the Learning Resource Center (LRC).

Instruction

1. More varied "hands-on" and field work experience for students;

2. consideration of requiring more humanities and/or social science coursework with particular consideration given to instruction in systems of local government;

Job Placement

1. Better job placement efforts for program graduates:
   - 50% of recent graduate respondents report that they are unable to find jobs in the recreation field;
   - recent graduates gave job placement the lowest rating,, 1.9, among all student support services;

LRC

1. Needs a plan for annually evaluating LRC services.

Life Skills Center

1. Improved preparation of developmental students entering the recreation program.

Appendix A

Summary Report of Student Follow-up

of

Recreation Leadership Graduates

before 1978

and

Letter of Transmittal

Summary Report
of the
Early Graduate Survey

The early graduate survey was sent to fifty-nine (59) students who graduated before 1978. Twenty-three (23) were returned as undeliverable by the U.S. Postal Service. Sixteen (16) questionnaires were completed and returned for a 44% response rate.

1. Program emphasis:

Community Recreation	Therapeutic Recreation	Both
3 (19%)	11 (69%)	2 (12%)

2. Date of graduation:

1972	1973	1974	1975	1976	1977	No Response
1	3	2	4	1	4	1

3. Employment status while in school:

Did not work	Worked full-time	Worked part-time*
5 (31%)	2 (12%)	9 (56%)

*Those working part-time worked an average of 22 hours per week.

4. If employed while in school, was work related to training?

Yes	No	No Response
3 (27%)	7 (64%)	1 (9%)

5. Present employment status:

Employed in training-related job	Employed - not in training-related job	Unemployed
5 (31%)	9 (56%)	2 (12%)

6. Location of employment (those in recreation):

In CCC & TI service area	In-state	Out-of-state
3	-	2

7. Reasons for unemployment or employment out of training field:

Prefer work in another field	Not able to get job in recreation	Found better pay in another field	Prefer not to work
3	2	3	1

Cannot work
1

8. If employed outside recreation field, has training been useful in present job?

Yes	No
6	3

9. Present job titles:

In training-related job
- Athletic director
- Special activity aide-recreation
- Milieu therapist
- (2) Rehab. therapist I

Out of field
- (2) Teacher's aide
- Headstart-home base teacher
- Senior case worker - family & children's services
- Telephone repair service attendant
- Manager/hairdresser

10. Current average income and satisfaction (those in recreation):

Income per hour	No. of respondents	Is pay rate acceptable? Yes	No
$3-$5	-	-	-
$5-$6	1	-	1
$6-$7	-	-	-
$7-$8	3	1	2
$8+	1	1	-

11. Are you currently certified?

Yes	No	No Response
2 (12.5%)	12 (25%)	2 (12.5%)

12. Do you feel that your experience at CCC & TI helped you to grow personally? (For example, improved your self confidence, helped you better understand others, etc.)

Yes	No
16 (100%)	-

Comments:
- It helped me grow intellectually, but a high school grad could do the job I do (Headstart home base teacher). My degree has not helped me climb the ladder of success. I am at a standstill.
- Through Future Pioneers Community Services in my job, I am called on often as a resource person to provide different activities to all types of people. It gives me a deeper insight into people.
- (The program) introduced me to new concepts in theraples of psychology and recreation.
- It wasn't until I graduated that I found there was "improvement." I sort of broke out of my "shell" you might say. I guess going to Caldwell helped.

13. Ratings of training areas:

Area/Course	Could Have Used Additional Training	Skill/Course Necessary for Training Students?		Student Rating of Training (4)	(3)	(2)	(1)	
		Yes	No	Excellent	Good	Fair	Poor	Average
Intro. to Recreation Services	1	15	-	3	9	3	-	3.0
Arts & Crafts	5	15	-	3	9	3	1	2.9
First Aid & Safety	2	15	-	8	8	-	-	3.5
Music	2	14	1	4	5	6	-	2.6
Programming	4	13	-	4	9	2	-	3.1
Drama	2	10	3	7	1	6	-	3.1
Special Populations	5	12	1	3	6	5	-	2.9
Areas & Facilities	1	14	-	4	8	3	1	2.9
Camping	-	13	1	8	5	2	-	3.4
Dance	1	14	-	6	9	1	-	3.3
Rehabilitation Services	5	14	-	4	11	1	-	3.2
Social Recreation	3	14	-	6	10	-	-	3.4
Activity Leadership	5	14	-	4	11	-	-	3.3
Water Sports	2	14	-	5	9	2	-	3.2
Outdoor Education	1	14	-	3	12	-	-	3.2
Field Work	5	15	-	8	6	1	-	3.5
Professional Ethics	3	13	-	3	8	2	-	3.1
Communication Skills	5	12	-	4	7	3	-	3.1
Public Relations	5	12	-	2	8	2	-	3.0

14. Ratings of quality of instruction:

Excellent	Good	Adequate	Poor	No Response
8 (50%)	7 (44%)	-	-	1 (6%)

15. If you had it to do over again, would you choose the same program?

Yes	No
11 (69%)	5 (31%)

16. If you had it to do over again, would you choose CCC & TI?

Yes	No
14 (88%)	2 (12%)

If no, where would you now choose?
- A.S.U.

17. Are you attempting to obtain or have you obtained a degree beyond the A.A.S.:

Yes	No
4 (25%)	12 (75%)

If yes, was your preparation at CCC & TI adequate?

Yes	No
4 (100%)	-

18. Have you attended classes or workshops (at any place) which keep you up-to-date in recreation?

Yes	No	No Response
14 (88%)	1 (6%)	1 (6%)

19. Suggestions for classes/workshops to be offered through CCC & TI in the future: (see Appendix B, number 23).

20. Comments and suggestions for improving the recreational leadership program: (see Appendix B, number 24).

Appendix B

Summary Report of Student Follow-up

of

Recreation Leadership Graduates

from 1978-1982

and

Letter of Transmittal

Summary Report
of the
Recent Graduate Survey

The recent graduate survey was sent to thirty-seven (37) recreation students who graduated between 1978 and 1982. Six (6) questionnaires were returned by the U.S. Postal Service as undeliverable. Twelve (12) questionnaires were completed and returned for a 39% response rate.

1. Program emphasis:

Community Recreation	Therapeutic Recreation	Both
3 (25%)	7 (58%)	2 (17%)

2. Year of graduation:

1978	1979	1980	1981	1982
2	-	4	2	4

3. Employment status while in school:

Did not work	Worked full-time	Worked part-time*
4 (33%)	3 (25%)	5 (42%)

*Those working part-time worked an average of eighteen (18) hours per week.

4. If you worked while in school, was that work related to recreation?

Yes	No	No Response
3 (38%)	4 (50%)	1 (12%)

5. Present employment status:

Employed in training-related job	Employed - not in training-related job	Unemployed
4 (33%)	3 (25%)	5 (42%)

6. Location of employment (those in training-related job):

In CCC & TI service area	In-state	Out-of-state
4 (100%)	-	-

7. Reasons for unemployment or employment out of training field:

Not able to get job in recreation	In school	Found better paying job in another field	Cannot work
6	2	1	1

8. If employed outside recreation field, has training been useful in present job?

Yes	No
1	2

9. Present job titles:

In training-related job
- Recreation Supervisor I
- Recreation Program Supervisor
- Recreation Instructor (part-time while in school)
- Health Care Technician II

Out of field
- Secretary/receptionist
- Bank teller
- Furniture factory worker

10. Average income and satisfaction (those in recreation):

Income per hour	No. of respondents	Is pay rate acceptable? Yes	No
$3-$5	1	-	1
$5-$6	1	-	1

11. Are you currently certified?

Yes	No	No Response
-	8	3

Comment: "Don't understand the question."

12. Do you feel that your experience at CCC & TI helped you to grow personally? (For example, improved your self confidence, helped you better understand others, etc.)

Yes	No
12 (100%)	-

Comments:
- CCC & TI changed my whole life!
- I've become more aware of myself, my abilities and limitations, and better aware of how to relate to people.
- The training helped me get along with people.
- CCC & TI prepared me to further my education with self-confidence.

13. Ratings of training areas:

Area/Course	Could Have Used Additional Training	Skill/Course Necessary for Training Students?		Student Rating of Training (4)	(3)	(2)	(1)	
		Yes	No	Excellent	Good	Fair	Poor	Average
Intro. to Recreation Services	-	10	-	6	5	1	-	3.4
Arts & Crafts	1	10	-	2	6	2	2	2.7
First Aid & Safety	1	10	-	5	6	1	-	3.3
Music	1	8	2	3	6	1	2	2.8
Programming	2	10	-	7	4	-	1	3.4
Drama	1	10	-	3	5	2	2	2.75
Special Populations	1	10	-	7	5	-	-	3.6
Areas & Facilities	1	9	1	6	6	-	-	3.5
Camping	1	9	1	10	2	-	-	3.8
Dance	1	9	1	5	6	1	-	3.3
Rehabilitation Services	2	10	-	7	5	-	-	3.6
Social Recreation	1	10	-	6	6	-	-	3.5
Activity Leadership	1	10	-	3	8	1	-	3.2
Water Sports	1	10	-	7	4	1	-	3.5
Outdoor Education	1	10	-	6	6	-	-	3.5
Field Work	2	10	-	8	3	-	1	3.5
Professional Ethics	1	9	-	2	6	2	-	3.0
Communication Skills	2	9	-	2	8	1	-	3.1
Public Relations	2	9	-	2	6	1	-	3.1

14. Ratings of related courses:

Course	(4) Excellent	(3) Good	(2) Adequate	(1) Poor	Not Applicable	Average
General Psychology	4	3	3	-	1	3.4
Sociology	5	4	1	-	-	3.3
Intro. to Exceptional Individuals	6	5	-	-	-	3.5
Personal & Community Health	5	5	1	-	-	3.4
English	2	6	1	-	2	3.1
Audiovisual Equipment	4	4	3	-	-	3.1
Speech	1	7	1	-	2	3.0

15. Were adequate facilities, supplies and equipment available during your training?

Yes	No	No Response
9 (75%)	1 (8%)	2 (17%)

16. Ratings of support services:

Service	(4) Excellent	(3) Good	(2) Adequate	(1) Poor	Don't Know	Average
Admissions Process	5	4	2	-	-	3.1
Registration Process	3	6	2	-	-	3.1
Financial Aid Assistance	3	4	1	-	3	3.25
Counseling Services	3	2	2	1	3	2.9
Career Information	3	2	4	2	-	2.5
Job Placement	-	2	3	3	3	1.9
Student Activities	4	4	3	-	-	3.1
Student Records/Transcripts	3	5	1	-	2	3.2
Bookstore	1	6	2	2	-	2.5
Parking	-	5	4	2	-	2.3
Food Services	-	4	4	1	1	2.3

Comments:
- (Students) need more guidance in finding a job in recreation. I had a difficult time.
- The bookstore needs to have better hours. They always seemed to be closed when I needed to get something.

17. Ratings of library services:

Service	(4) Excellent	(3) Good	(2) Adequate	(1) Poor	Don't Know	Average
Books	4	6	1	-	-	3.3
Magazines	4	6	1	-	-	3.3
Audiovisual materials (films, slides, tapes, etc.)	5	4	1	-	1	3.4
Audiovisual equipment	5	5	1	-	-	3.4
Library orientation	5	3	2	1	-	3.1
Individual assistance from library staff	6	1	1	-	1	3.6

18. Ratings of quality of instruction:

Excellent	Good	Adequate	Poor	No Response
6 (50%)	4 (33%)	(8%)	-	1 (8%)

19. If you had it to do over again, would you choose the same program?

Yes	No	No Response
4 (33%)	7 (58%)	1 (8%)

20. If you had it to do over again, would you choose CCC & TI?

Yes	No	No Response
9 (75%)	2 (17%)	1 (8%)

If no, where would you now choose?
- Wilkes Community College

21. Are you attempting to obtain or have you obtained a degree beyond the A.A.S.:

Yes	No	No Response
6 (50%)	5 (42%)	1 (8%)

If yes, was your preparation at CCC & TI adequate?

Yes	No	No Response
4	-	2

Comment:
- I'm working on a degree in youth ministries and all the recreation leadership courses have been very applicable.

22. Have you attended classes or workshops (at any place) which keep you up-to-date in recreation?

Yes	No	No Response
4 (33%)	6 (50%)	2 (17%)

23. Suggestions for classes/workshops to be offered through CCC & TI:
- Church recreation
- 2-year youth ministries program
- Using computers for scheduling, information storage, etc.
- Programming for severe and profound mentally retarded
- How to get a job in recreation and keep it
- Professional ethics
- Public relations
- Leadership advancement
- Psychology
- Counseling
- Stress management for people in helping professions
- Blind spots in job discrimination

24. Comments and suggestions for improving the recreational leadership program:

Instruction
- More field work, i.e. more direct contact with community recreation or recreation therapy.
- Field work was excellent. More involvement in the field helps students to feel more confident and secure about their discipline.
- More emphasis on how to relate therapeutically to various groups, like geriatrics, psychiatric, adults, adolescents, etc.
- Require more humanities and social science courses.
- More investigation of institutions or employing agencies to see what they look for when employing a CCC & TI graduate.
- Introduction to Recreation Services might be extended to give a better overall look at the field to help students find out if they really want to be in this area.
- I know it is difficult to prepare students for the "real" world, but if there was some way to emphasize the difficulty in preparing activities every day, day in and day out, for a very limited group of people, it might prevent burn-out and drop-out. I ran into this problem when I worked in a Day Treatment program and in a nursing home.

Instructors

- I feel the recreation staff of CCC & TI did an excellent job. Jimmy Hemphill and Tony Deal were excellent instructors. I gained a lot from their knowledge, experience and sincere desire to equip their students with the knowledge and experience to succeed in their field.
- Tony Deal, Mark Richard, Jimmy Hemphill and Tom Peterkin are great teachers. My experience at CCC & TI was a fantastic one, and I loved every class I took under these men. They are valuable to the Rec. Leadership and P.E. programs, and you should be proud to have such people employed.
- All instructors were very pleasant and helpful.
- Program is excellent; instructors very good.
- I was an out-of-state student and your Rec. instructors were excellent in making my 2 years at Caldwell very rewarding.

Job Market

- There just aren't any jobs available in recreation, and the ones that are do not pay hardly anything. I'm making more money now without a degree in business than I could with a degree in recreation. If the jobs paid better, I'd love to quit business.
- I've been unable to get a job in the recreation field.
- When working in this field, I felt very qualified and still do. It's a shame that the salary forces many to leave the field unless you decide to return to school for further training and a batchelor's degree.
- Pay for two year graduates is not very good in this area.
- I feel that women, especially black women, should be advised of the scarcity of jobs in the tri-county area. Basically, males from both races and white females are in more demand.

Other

- I feel that the therapeutic recreation classes were thorough. If only I would have known all those things would be of benefit to me in my job.
- Although working in community mental health, my training well prepared me for my position and I have used a lot of skills I learned. I rely on my education when counseling patients and in making suggestions to co-workers. Most co-workers are surprised that I "only" have an A.A.S. degree.

Appendix C

Summary Report of Student Follow-up

of

Early Leavers

from 1978-1982

and

Letter of Transmittal

Summary Report
of the
Recreation Leadership Early Leavers Survey

All students between 1978 and 1983 who had completed at least twenty-five (25) credit hours before discontinuing their studies were surveyed. Two (2) were returned by the U.S. Postal Service as undeliverable. Five (5) of seventeen (17) questionnaires were completed and returned for a 29% response rate.

1. Program emphasis:

Community Recreation	Therapeutic Recreation	Both
-	4 (80%)	1 (20%)

2. Reasons for discontinuing studies:

Employment	Home/family needs	Personal problems	Transferred to another school
2	1	2	2

3. Employment status while in school:

Did not work	Worked part-time*	Worked full-time
-	4 (80%)	1 (20%)

*Those working part-time worked an average of 21 hours per week.

4. If employed while in school, was work related to training?

Yes	No
3 (60%)	2 (40%)

5. Present employment status:

Full-time	Part-time	Unemployed
1 (20%)	1 (20%)	3 (60%)

6. Current job titles:
   - Bookkeeper
   - Retail sales clerk

7. Do you use the training you received at CCC & TI in your present job?

Yes	No
0	2

8. Ratings of the quality of instruction:

Excellent	Good	Adequate	Poor
3 (60%)	1 (20%)	1 (20%)	-

9. Ratings of quality of instruction related courses:

Excellent	Good	Adequate	Poor
1 (20%)	3 (60%)	1 (20%)	-

10. Do you plan to continue your formal education?

Yes	No	No Response
4 (80%)	-	1 (20%)

If yes, in what field?
- (2) Recreation
- Physical Education
- Working with children

Where?
- CCC & TI
- Gardner Webb College

11. Suggestions for improving student support services: (see Appendix B, number 16).

12. Comments and suggestions for improving the recreation leadership program: (see Appendix B, number 24).

Appendix D

Summary Report

of the

Recreation Leadership Employer Survey

and

Letter of Transmittal

Summary Report
of the
Employer Survey

Surveys were sent to twenty-three (23) current and potential employers of recreation leadership graduates. Twelve (12) questionnaires were completed and returned for a 52% response rate.

	Yes	No
1. Do you now employ any graduates of the recreation leadership program at Caldwell Community College and Technical Institute?	6	6
2. Have you employed CCC & TI recreation leadership graduates in the past?	7	5

3. Approximately how many recreation leadership graduates from CCC & TI have you ever had in your employ ?

No. Employers	No. Employees
4	0
2	1
2	2
1	3
1	5
1	20

4. Please indicate your general assessment of these graduates on the following skills and qualities:

Skill Area	(4) Excellent	(3) Good	(2) Fair	(1) Poor	Not Applicable	Average
Arts and Crafts	3	1	3	1	-	2.75
First Aid & Safety	2	4	2	-	-	3.0
Music	1	2	3	1	1	2.4
Programming	3	3	1	-	-	2.9
Drama	1	3	1	1	2	2.7
Working with Special Populations	3	3	2	-	-	3.1
Managing Areas & Facilities	1	4	2	-	1	2.9
Camping	1	2	1	-	4	3.0
Dance	1	4	1	-	2	3.0
Activity Leadership	4	4	-	-	-	3.5
Water Sports	2	2	1	-	3	3.2
Professional Ethics	4	3	1	-	-	3.4
Communication Skills	3	4	1	-	-	3.25
Public Relations	2	5	1	-	-	3.1
Responsibility	3	5	-	-	-	3.4
Ability to Work with Others	4	4	-	-	-	3.5

5. What other skills or courses do you feel that recreation leadership graduates need?
   - Evaluation techniques for juvenile delinquents
   - Behavioral management
   - Water safety
   - Task analysis

6. In general, how would you rate the performance of recreation leadership graduates from CCC & TI with graduates from other schools?

Much better	2
Some better	3
About the same	2
Slightly poorer	2
Much poorer	-

7. Does your office/ business generally pay higher wages to persons with community college training than to high school graduates?

Yes	No
10 (83%)	2 (17%)

8. Main source for new employees:

Applicant applied on own initiative	11
Employment Security/ Job Service	2
Mutual acquaintance	2
Newspaper ad	2
College faculty member	1
Department of Human Resources Personnel Office	1
College placement office	1

9. Estimated labor demands for recreation leadership graduates:

Increasing demand	3
Stable demand	5
Decreasing demand	3

10. Suggestions for classes/workshops to be offered through CCC & TI:
- Activities for geriatric and special population needs
- Assessment, programming and evaluation of recreational activities
- "Selling" your recreation program, i.e. publicity/public relations

Comment
- Workshops given by CCC & TI should receive approval to credit professionals already in the field with Certified Training Credit (CTC) points. This may draw more leisure service personnel to attend. CTC's are approved by NRPA.

11. Would you send your employees to the classes/workshops, suggested above?

Yes	No	No Response
8 (75%)	-	4 (25%)

12. Comments and suggestions for improving the recreational leadership program:

Instruction

- Offer a political science class for recreators. This class should inform students of different city government set-ups. Students should be prepared to present a budget to a city/town board, and know how to draw up a FYC budget, and how to present programs.

Comment

- I know very little about your program (local employer)
- Our department has not received any students lately to do their internship or field work. This would help both parties if we could receive some in the future.

Appendix E

Advisory Committee Member

Survey Responses

Summary Report
of the
Advisory Committee Member Survey Responses

Please rate the following:	Excellent 4	Good 3	Adequate 2	Poor 1	Don't Know 0	Not Applicable 0	Average
1. Student preparation for seeking employment (such as completion of application, presentation of self, interview process).	2	2	2	-	1	-	3.0
2. Student technical preparation for entry-level employment (skills and knowledge).	1	4	1	-	1	-	3.0
3. Student preparation concerning work habits, attitude and work quality.	2	3	-	-	2	-	2.8
4. College response to labor force and employment training needs for recreation leadership.	1	3	2	-	1	-	2.8
5. College provision for training and upgrading personnel currently employed in recreation leadership.	2	1	4	-	-	-	2.7
6. College response to changing technology and procedures in recreation leadership.	1	3	1	-	2	-	3.0
7. Adequacy and relevancy of equipment and facilities used in training students.	1	4	2	-	-	-	2.9
8. College efforts in recruiting minority and disadvantaged students.	1	1	1	-	4	-	3.0

9. What are the principal strengths of this program?
   - Well qualified, motivated and enthusiastic instructors.
   - The quality of leadership skills and competencies the instructors have proven.
   - Commitment of faculty.
   - Qualified, enthusiastic instructors who try to give individual attention and improve self-esteem.
   - The program reaches all areas of knowledge and skills necessary for community and therapeutic placement.
   - Trains students for jobs available through local institutions.
   - Training students in safety features of parks.
   - Program requires "on-site" training.
   - Program offers introductory classes in recreation philosophy, skills, etc.

10. What are the principal needs for improvement in the program?
   - Internships at more local facilities.
   - More liaisons with business and industry.
   - Wellness programs/courses.
   - Program needs more T.R. classes and more internships or field sight placements.
   - Program needs to offer more on current trends and methods occurring in the field today.
   - Students need more "hands-on."

11. During the past, has your agency or office hired students from this program?

Yes	No
3 (43%)	4 (57%)

If yes, what is your professional evaluation /opinion of these students?
- Highly competent.
- I have employed several students who have displayed excellent leadership, activity skills and flexibility to relate to various handicapped groups. I feel these students are well trained for leadership roles.
- Students had an idea of the recreation process in T.R.; however, they had never experienced direct contact with Western Carolina Center residents or special needs people. Therefore, a great deal of orientation in T.R. was needed.

12. Has your advisory committee helped to improve the instructional program in the recreation leadership program (such as assisting staff on curriculum development or revision, arranging field trips, identifying work experience and employment opportunities)?

Yes	No
7 (100%)	-

13. In what ways could the involvement of the advisory committee be increased?
- More meetings.
- Members need to be kept more informed of activities carried on by the program. Invitations to classes or special programs would help.

14. How long have you been a member of this advisory committee?
- 1 year
- (3) 2 years
- 2½ years
- 3 years
- 10 years

15. Do you consider your membership on this committee worthwhile?

Yes	No	Other
6	-	(I am no longer in the geographic area and should be replaced)

Comments:
- Yes, when we met.
- Yes, but not as a member of the committee as a whole, but rather as an individual resource person.
- As a former student, I feel my suggestions are appreciated. Just how helpful they are, I'm not sure.
- The curriculum seems to be good but I'm not familiar with all the courses offered. The classes I am familiar with are very worthwhile and seem to be relevant to those who take them.
- In April and October of 1981, the recreation advisory board met to discuss curriculum development and employment opportunities. Since that time, however, our committee has not met. When we did meet, I felt some very good comments/suggestions were made that could have been useful to the recreation program.

Appendix F

Summary Report

of the

Instructor/Supervisory Evaluations

of the

Recreation Leadership Program

and

Student Support Services

Summary Report
of the
Instructor/Supervisory Evaluation of Program
and Student Support Services

Please rate the following and make comments, especially concerning areas rated "Needs to improve."

	Needs No Improvement	Needs Some Improvement	Needs To Improve	Not Applicable
I. Program				
A. Goals and Objectives				
1. The program reflects the philosophy and purpose of the institution and the needs of the students.	2	-	-	-
2. Written program goals are understood and committed to by administrators, counselors and instructors.	1	1	-	-
3. Copies of the school catalog are readily available to faculty and students.	2	-	-	-
4. Written program objectives are on file and stated in measurable terms.	2	-	-	-
5. Written program objectives are readily available to current and potential students.	2	-	-	-
6. Labor market and community needs are used as a basis for planning and evaluating program and course content.	-	2	-	-
7. Professional /Industry standards and trends are used to develop and evaluate the program and course content.	-	2	-	-
8. There is evidence of liaison between each instructor and the department chairperson and the respective business or industry.	-	2	-	-
9. The Operational Budget for the Program				
- is planned with instructor input.	2	-	-	-
- is adequate for achieving program objectives.	2	-	-	-
- is based on program priorities.	2	-	-	-
- supports scheduled equipment replacement and repair.	2	-	-	-
10. Procedures for handling emergencies are clearly understood by program personnel.	2	-	-	-
B. Instruction				
1. The instructional program provides learning experience for skills development that is essential for entry level into the occupational field.	2	-	-	-
2. Course outlines and behavioral performance objectives have been developed and are used to keep students aware of their progress.	1	1	-	-
3. Records showing the progress of the individual student are maintained by instructors.	1	-	1	-
4. There is a continuous effort by instructors to determine the reliability and validity of the methods of evaluation.	2	-	-	-
5. The number of instructors is adequate to meet individual student needs.	2	-	-	-

	Needs No Improvement	Needs Some Improvement	Needs To Improve	Not Applicable
6. Adequate academic counseling is available for students.	2	-	-	-
7. The instructional staff, full and part time, is qualified by appropriate degrees, experience and/or certification.	2	-	-	-
8. Health emphasis, job safety, and fire prevention are an integral part of instruction.	2	-	-	-
9. The program includes instruction which helps students understand employee responsibilities and rights.	2	-	-	-
10. The program includes instruction which helps students understand the principles of business operation and cost of doing business.	-	-	-	2
11. Related support courses outside the core curriculum are relevant to desired program outcomes.	2	-	-	-
12. There is evidence of cooperation between departments to insure the proper scope and sequence of related support courses.	2	-	-	-
13. Assistance is provided for students with special needs.	2	-	-	-
C. Equipment, Supplies and Facilities				
1. To ensure skill proficiency, sufficient practice is provided for the student with appropriate and suitable equipment similar to that currently accepted in business and industry.	2	-	-	-
2. All instructional equipment and supplies are safe, functional and well maintained.	2	-	-	-
3. Instructional equipment and supplies are in sufficient supply to serve the needs of students.	2	-	-	-
4. The program has a system of supply and equipment inventory which includes instructional and non-instructional items.	2	-	-	-
5. First aid supplies are readily available and accessible.	2	-	-	-
6. Instructional facilities (excluding equipment)				
- are functional	2	-	-	-
- are adaptable to changing instructional approaches and special student needs	2	-	-	-
7. Scheduling of facilities and equipment for the program is planned for optimum use.	2	-	-	-
8. There is adequate lighting, heat and ventilation in program classrooms, laboratories and/or shop areas.	2	-	-	-

	Needs No Improvement	Needs Some Improvement	Needs To Improve	Not Applicable
D. Advisory Committee				
1. The program advisory committee meets at least once per year.	1	–	1	–
2. The advisory committee has provided advice which addressed at least one problem within the last academic year.	1	1	–	–
3. The college has responded to recommendations made by the advisory committee.	2	–	–	–
4. The advisory committee members are representative of the profession or industry for which training is provided.	2	–	–	–

Comments:
- Committee membership may need to be expanded.

E. Professional Development				
1. The college encourages professional development activities for program personnel.	–	2	–	–
2. The college allocates funds for participation in professional development activities.	–	2	–	–
3. The college makes time available for participation in professional development activities.	1	1	–	–

Comments:
- Funds (for professional development) have been limited over the past few years.
- No money (for professional development)

II. Student Development				
A. Recruitment /Admissions				
1. Recruitment of students for the program is sufficient.	–	2	–	–
2. The program receives timely publicity through brochures, news releases and other sources.	–	2	–	–
3. The admissions process is efficient and equitable.	2	–	–	–
4. Admissions personnel provides accurate information to current and prospective students about the program.	2	–	–	–
5. Admissions personnel utilize effective interpersonal communications skills.	2	–	–	–
B. Registrar				
1. Registration of students is efficient and causes a minimal amount of confusion for students.	2	–	–	–
2. Student records /transcripts are maintained and transmitted in a confidential and timely manner.	2	–	–	–
3. The registrar provides an effective system for receiving and processing student grades.	2	–	–	–
4. The registrar utilizes effective interpersonal communications skills.	2	–	–	–

	Needs No Improvement	Needs Some Improvement	Needs To Improve	Not Applicable
C. Counseling and Guidance Services				
1. Adequate personal counseling is available for students.	2	-	-	-
2. Services are available and accessible for both day and evening students.	2	-	-	-
3. Services are provided by a qualified, knowledgeable staff.	2	-	-	-
4. Counseling personnel				
- are available on a regular basis to you for counsel and assistance regarding student problems.	2	-	-	-
- are effective in assisting you with problem situations.	2	-	-	-
- provide appropriate feedback to you after counseling with student.	2	-	-	-
- utilize effective interpersonal communication skills.	2	-	-	-
D. Financial Aid Officer				
- provides positive assistance to students in need of financial aid.	-	2	-	-
- adequately communicates available financial aid information.	1	1	-	-
- utilizes effective interpersonal communication skills.	-	2	-	-
E. Job Placement				
- effectively communicates the services offered through the job placement.	-	2	-	-
- effectively assists you in the placement of students.	-	2	-	-
- provides feedback to you about results of placement effort.	-	2	-	-
- prepares program completers desiring employment to apply for a job.	-	2	-	-
- utilizes effective interpersonal communication skills.	-	2	-	-

Comments:
- Little job placement effort!

III. Learning Resource Center (LRC)				
A. Library				
1. The LRC provides library orientation upon request.	2	-	-	-
2. The learning resource center includes sufficient materials for program instruction.	2	-	-	-
3. LRC materials include such items as audio visual aids and equipment; reference books; industrial and technical manuals; and trade, technical, and professional periodicals.	2	-	-	-
4. A current collection of program materials is maintained by the LRC.	2	-	-	-
5. An adequate variety of appropriate periodicals is provided.	2	-	-	-
6. A plan exists for annually evaluating the services of the learning resource center.	-	2	-	-
7. The LRC atmosphere is conducive to student utilization of LRC resources.	1	1	-	-
8. The LRC staff readily provides assistance and utilizes effective interpersonal communication skills.	2	-	-	-

	Needs No Improvement	Needs Some Improvement	Needs To Improve	Not Applicable
B. Media Services				
1. A full range of media services is provided to assist instructors.	2	-	-	-
2. The audio visual materials in the LRC are current and appropriate for the needs of the program.	2	-	-	-
3. An adequate and well maintained inventory of media equipment is available.	2	-	-	-
4. Media personnel provide effective assistance when requested.	2	-	-	-
5. Media personnel utilize effective interpersonal communication skills.	2	-	-	-
C. Printing Service Personnel				
- reproduces and collates teacher tests and other instructional materials efficiently.	2	-	-	-
- schedules work and produces within requested time limit.	2	-	-	-
- produces work of good quality.	2	-	-	-
- assists instructors in reproducing materials.	2	-	-	-
- utilizes effective interpersonal communication skills.	2	-	-	-

Comments:
- Printing service has been excellent.

IV. Life Skills Center				
A. General				
1. Services provided by the Testing Center, Advancement Lab, etc. are effectively communicated to students and instructors.	2	-	-	-
2. Adequate career counseling and information is available for students.	1	1	-	-
3. Life Skills personnel utilize effective interpersonal communication skills.	2	-	-	-
B. Testing Center				
1. The Testing Center handles testing and placement of entering students in an efficient and confidential manner.	2	-	-	-
2. The Testing Center meets the instructional needs of the program instructors.	2	-	-	-
C. Guided Studies				
1. Developmental students are properly advised and placed in appropriate courses.	1	1	-	-
2. Developmental students are adequately prepared to enter the program.	-	1	1	-

Comments:
- Most developmental studies students continue to do poor work.

	Needs No Improvement	Needs Some Improvement	Needs To Improve	Not Applicable
V. Bookstore				
A. The bookstore keeps adequate operating hours to serve student needs.	1	1	-	-
B. The bookstore handles textbook and supply requests in an efficient and timely manner.	1	1	-	-
C. The bookstore maintains appropriate and adequate supplies of materials (other than textbooks) to meet student needs.	1	1	-	-
D. Bookstore personnel utilize effective interpersonal communication skills.	2	-	-	-

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